



Springfield Elementary

1608 Florida Avenue
Greenwood, SC 29646

Grades	PK-5 Elementary School	
Enrollment	595 Students	
Principal	Bonnie R. Corbitt	864-941-5535
Superintendent	Dr. Darrell Johnson	864-941-5400
Board Chair	Debrah Miller	864-374-3513

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Excellent
2006	Average	Average
2005	Average	Below Average
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

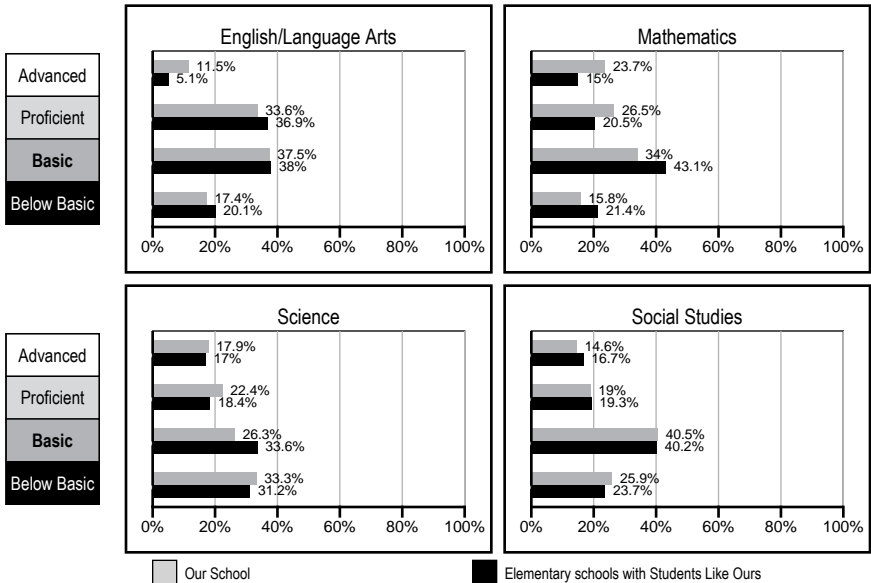
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	66	22	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=595)				
First graders who attended full-day kindergarten	95.2%	Up from 90.4%	100.0%	100.0%
Retention rate	1.5%	Down from 1.7%	2.3%	2.3%
Attendance rate	97.0%	Up from 96.9%	96.3%	96.3%
Eligible for gifted and talented	14.0%	Up from 11.2%	11.2%	10.4%
With disabilities other than speech	6.0%	Down from 7.3%	8.4%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	0.6%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	51.1%	Down from 52.3%	56.5%	56.7%
Continuing contract teachers	80.0%	Up from 77.3%	80.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.0%	Down from 80.8%	87.8%	86.4%
Teacher attendance rate	94.6%	Down from 95.2%	95.0%	94.9%
Average teacher salary	\$44,199	Up 5.4%	\$45,032	\$45,345
Professional development days/teacher	18.1 days	Up from 14.6 days	12.5 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	No Change	18.8 to 1	18.5 to 1
Prime instructional time	90.2%	Down from 91.3%	89.8%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,887	Down 1.7%	\$6,650	\$7,052
Percent of expenditures for instruction*	67.8%	Down from 69.9%	69.0%	69.1%
Percent of expenditures for teacher salaries*	63.8%	Up from 62.2%	65.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Springfield Elementary was a recipient of the Palmetto Gold Award for the 2007-08 school year. Our school is also very proud to have received The Red Carpet Award presented by the State Department of Education in recognition of being a "family friendly" school. We seek to make each person feel welcome in every way when they visit our school. In the spring, Mrs. Sheena Odom was selected as our First Year Teacher of the Year. Mrs. Jackie Chalmers was selected as our upcoming Teacher of the Year, as well as the Piedmont Reading Council Teacher of the Year for our school and our district.

Throughout the year, our focus has been to ensure active engagement of all students through challenging lessons, a strong curriculum based on a solid foundation of literacy, and continuously analyzing available data. The cooperative efforts of our professional learning community provided the vehicle for data driven decisions ranging from the classroom to professional development while aimed at improving instruction for all students. Parents had many opportunities for involvement this year, including Family Literacy Nights, Grandparent's Day, Book Fairs, Birthday Lunches, Principal's Coffees, PTO, SIC, Field Trips, Spring Carnival, Reading Celebration Day, Field Day, parent conferences, and classroom visits.

Teachers continued to integrate technology throughout lessons as they used laptops and LCD projectors. SMART Boards were used in several classes on a daily basis. This instructional tool will be even more prevalent with the coming year as we plan to have SMART Boards in all classes. Students in grades 3-5 attended the math lab each week to support the math standards through a hands on approach. Many service learning projects were encouraged and supported by our students, faculty, parents, and staff, including The United Way, The Salvation Army Food Drive, Relay for Life and Greenwood United Ministries. Student leadership positions, the Reading Celebration, PACT and MAP celebrations, the 5th grade Luau, PTO meetings, and our Honors/Awards Programs provided many opportunities for student involvement in extracurricular activities.

Bonnie R. Corbitt, Principal

Stephen Gilbert, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	97	68
Percent satisfied with learning environment	100.0%	87.6%	83.8%
Percent satisfied with social and physical environment	100.0%	86.6%	83.8%
Percent satisfied with school-home relations	100.0%	87.6%	80.6%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	267	100	17.4	37.5	33.6	11.5	53.8	45	48.2	Yes	Yes
Gender											
Male	125	100	23.3	45.7	19.8	11.2	39.7	40	41.7	N/A	N/A
Female	142	100	12.4	30.7	45.3	11.7	65.7	49.9	55	N/A	N/A
Racial/Ethnic Group											
White	111	100	4.6	25.9	45.4	24.1	77.8	62.2	60	Yes	Yes
African American	136	100	27	46	24.6	2.4	35.7	27.2	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	79.5	70.4	I/S	I/S
Hispanic	19	100	27.8	44.4	27.8	0	38.9	27.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	30	100	48.1	40.7	11.1	0	18.5	14.4	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	27.8	50	22.2	0	33.3	29.1	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	164	100	26.5	47.7	24.5	1.3	33.8	28.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	267	100	15.8	34	26.5	23.7	61.7	45.5	45.8	Yes	Yes
Gender											
Male	125	100	20.7	35.3	21.6	22.4	52.6	46.7	45.6	N/A	N/A
Female	142	100	11.7	32.8	30.7	24.8	69.3	44.3	45.9	N/A	N/A
Racial/Ethnic Group											
White	111	100	0.9	28.7	30.6	39.8	80.6	62.8	59	Yes	Yes
African American	136	100	27	38.9	21.4	12.7	46	27.1	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	84.1	71.3	I/S	I/S
Hispanic	19	100	27.8	33.3	33.3	5.6	55.6	30.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	30	100	44.4	44.4	3.7	7.4	22.2	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	19	100	27.8	33.3	33.3	5.6	55.6	34.1	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	164	100	25.2	39.7	21.9	13.2	47	29.3	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	169	100	33.3	26.3	22.4	17.9	40.4	35.7	35.7	97	96.3
Gender											
Male	78	100	35.7	27.1	18.6	18.6	37.1	39	37.4	97	96.2
Female	91	100	31.4	25.6	25.6	17.4	43	32.4	33.8	97	96.5
Racial/Ethnic Group											
White	72	100	7.2	26.1	31.9	34.8	66.7	53.7	49.2	96.8	96.3
African American	88	100	55.7	24.1	16.5	3.8	20.3	16.6	17	97.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	76.7	58	97.2	98
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	17.1	24.9	97.6	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	17	100	66.7	20	13.3	0	13.3	11.7	14	96.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	94.3	97.8
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	20.6	24.4	97.7	96.9
Socio-Economic Status											
Subsided meals	106	100	52.1	28.7	14.9	4.3	19.1	17	21.1	96.8	95.7

Social Studies

All Students	168	100	25.9	40.5	19	14.6	33.5	30.7	34	97	96.3
Gender											
Male	73	100	41.8	34.3	13.4	10.4	23.9	34.3	36.6	97	96.2
Female	95	100	14.3	45.1	23.1	17.6	40.7	27.1	31.3	97	96.5
Racial/Ethnic Group											
White	64	100	8.2	36.1	29.5	26.2	55.7	45.2	44.5	96.8	96.3
African American	89	100	39.8	41	12	7.2	19.3	15.2	19.1	97.1	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.6	58.9	97.2	98
Hispanic	14	100	23.1	53.8	15.4	7.7	23.1	16.9	27.5	97.6	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	22	100	60	30	10	0	10	13.6	14.4	96.8	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	94.3	97.8
English Proficiency											
Limited English Proficient	14	100	23.1	61.5	15.4	0	15.4	19.2	27.3	97.7	96.9
Socio-Economic Status											
Subsided meals	107	100	35.7	49	11.2	4.1	15.3	15.3	21	96.8	95.7

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	70	100	19.7	37.9	36.4	6.1	42.4
	4	108	100	20.4	43.7	32	3.9	35.9
	5	89	98.9	29.4	44.7	23.5	2.4	25.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	91	100	16.1	26.4	34.5	23	57.5
	4	70	100	26.2	26.2	37.7	9.8	47.5
	5	106	100	13.3	53.3	30.5	2.9	33.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	70	100	31.8	43.9	12.1	12.1	24.2
	4	108	100	22.3	41.7	26.2	9.7	35.9
	5	89	98.9	29.4	41.2	9.4	20	29.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	91	100	17.2	35.6	24.1	23	47.1
	4	70	100	26.2	18	26.2	29.5	55.7
	5	106	100	8.6	41.9	28.6	21	49.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	36	100	39.4	33.3	21.2	6.1	27.3
	4	108	100	36.9	30.1	16.5	16.5	33
	5	44	100	28.6	40.5	19	11.9	31
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	19	31	23.8	26.2	50
	4	70	100	36.1	16.4	29.5	18	47.5
	5	54	100	41.5	34	13.2	11.3	24.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	34	100	27.3	39.4	27.3	6.1	33.3
	4	108	100	25.2	43.7	24.3	6.8	31.1
	5	45	97.8	30.2	44.2	16.3	9.3	25.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	17.8	40	20	22.2	42.2
	4	70	100	27.9	34.4	21.3	16.4	37.7
	5	52	100	30.8	48.1	15.4	5.8	21.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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